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ABSTRACT

Project CAPABLE (Classroom Action Program: Aim: Basic Learning Efficiency) is a classroom approach which integrates the basic learning skills with content. The goal of the project is to use basic learning skills to enhance the learning of content and at the same time use the content to teach basic learning skills. These monthly reports explain how the basic learning skills can be taught in social studies classes. One learning skill is covered by each monthly report. They include: Learning Skills; Comprehension Development; Vocabulary Development; Directed Reading Activity (DRA) and SQ3R (Survey, Question, Read, Recite, Review); Study Skills; Management Techniques; Structured Overviews and Study Guides; and Interest, Motivation, Assessment. (BW)

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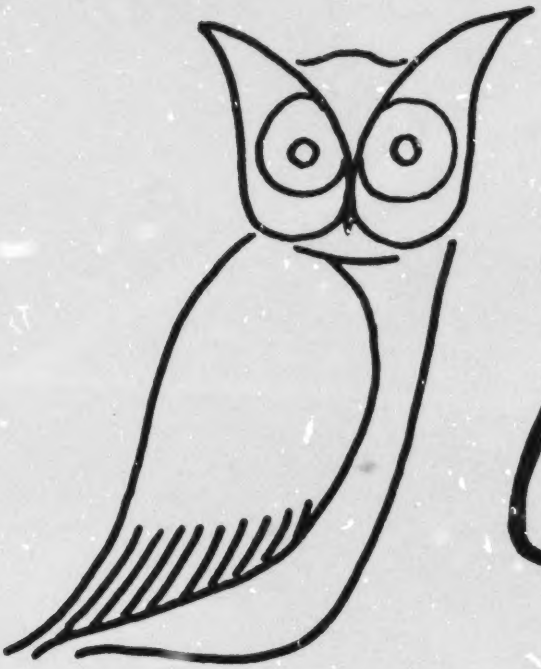
SOCIAL STUDIES



Project CAPABLE

CLASSROOM ACTION PROGRAM:

AIM: BASIC LEARNING EFFICIENCY

"to make each student a more capable learner"

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AUGUST REPORT

LEARNING SKILLS

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TITLE IV: PART C
DEVELOPMENTAL GRANT

TM 840 725

SOCIAL STUDIES

Michael Crawford

Basic Skills for the Sequential Development of Social Studies

We, as educators, may take for granted that today's students are well-prepared for each course offered by us in social studies. If we take this approach, we can reach our frustration level very quickly and turn-off our students even before this time. For this reason and for several others like it, I will list the skills I feel are necessary for the developing a good social studies program.

Reading in Social Studies

1. Research must be done by the instructor for the purpose of setting the proper stage for the selection. Only pertinent material is usually included in this type of reading. Other material has a tendency to confuse and disinterest a student. A good point to remember is keep it within the attention span of the individual student. Don't use difficult ideas at the beginning for a student.[2]

2. Meaning Skills - The use of technical words such as longitude and latitude have little meaning for students who lack the recognition of these terms for a map or globe. Other abstract words such as Dark Ages, or Black Codes need clarification if the student is to be able to make inferences on this type of material. Locating key words in sentences and paragraphs is very important in organizing material from difficult sources.[1]

3. Hidden Meanings, that is reading behind the author's opinion is really basic in drawing conclusions. We must identify the facts and separate them from the author's opinion, lest we will have difficulty discriminating between fact and opinion.

4. Literal comprehension is the most basic of all the reading skills. The question of just reading the lines and being able to answer questions simply, but generally from the source is all that is expected. This may show lack

of skills necessary for thinking and using the ideas in a subject area. Special teacher approaches will be needed to help elevate this students reading comprehension.

5. Evaluation - The word concept of understanding the basic to comprehension but how to evaluate the results has to come from two levels - (1) superficial that is memorized meaning and (2) vocabulary development i.e. understanding of concepts. If the student is able to grasp the latter than it will benefit the former as far as understanding.[2]

Comprehension in Social Studies Skills

1. Textbook material - The use of the textbook is invaluable in the gaining of details that are necessary in finding the main ideas.[2]

2. Detecting a sequential pattern - Place the proper event in its chronological place on a time line or other exercise is important in the key concept of time.[2]

3. Teach the Skill - Many teachers fail to recognize the fact their students are void of a certain skill. Assumptions are drawbacks to teaching. Take the example of library skills - it is imparative that time be spent in the aspects of card catalogs, Reader's Guide to Periodic Literature, location of reference books, etc. This can be true of any skill lacking in or unavailable to the student.[5]

4. Finding the Main Idea - In any lesson the main idea must be brought to the attention of the student so that conclusions may be drawn from the lesson. It is not necessary to hit the student over the head with a bat but subtle references in many cases are just as valuable.[5]

5. Comparisons and contrasts - Each student is different. One student may be able to make comparisons in his mind very rapidly while another student can not picture the given examples. Try and relate to his surroundings as

well as his knowledge of the outside world. By contrasting situations he knows something of, you will be making a more interested student. Don't talk over his head.[5]

6. Identifying cause and effect. Recognizing the world situations evolving around World War I will make the student cognizent of many of the issues raised by World War II. In many historical situations, history repeats itself.[5]

7. Categorizing. Each student must possess the ability to recognize groupings of people, events, dates in place in proper order.

Thinking Skills

1. Critical judgment. Besides analyzing and defining new and specialized vocabulary necessary in the complete thinking process, one must descriminate between fact and opinion, freedom from propaganda, bias, and be able to critically evaluate social studies materials in terms of historical accuracy. Many students today are romanticists who tend to read into a book or source something not there or worse still, inaccurate data and information.[5]

2. Discriminate choice. Students must be aware of the stereotyped individual on television. The "all good" or "all bad" individual is best described as a non-existent person. Definite direction at the home level might aid this problem but teachers more often than not are left with this task in the classroom. Getting "busted" is "cool" in many students eyes. It is up to the teacher to try and change this concept.[5]

Research Skills

1. Using the library. The student should be able to handle many types of reference books, newspapers, and periodicals. This should also include the ability to skim and survey.

2. Notetaking. Besides urging students maintain a notebook for classroom and library use, it would be beneficial to use audio-visual aids such as an

overhead to show the proper techniques of notetaking such as outline forms, words and meanings and other methods.

3. Reporting. The value of oral reports can not be overlooked but the technique of proper research and reporting is extremely important. The ability to organize material and be able to put it in its proper order is a desired effect.

Map and Globe Skills

1. Orient the map. Each map is best oriented to north but if the area is not well known, other directions may be needed. Why not add the reason for the word "orient".

2. Recognizing the scale of a map and computing distances. The legends on a map are best understood with practice. A basic unit on map skills is necessary for review each year. Building on skills will follow.

3. Locating places on maps and globes. A knowledge of longitude and latitude are needed. How they work is a separate skill learning lesson that must be reviewed each time brought up.

4. Recognizing and expressing relative locations. Don't be surprised by a student thinking a continent is a country. Relative locations mean little to many of them. They must be able to visualize the places in their minds.

5. Reading symbols and recognizing the realities for which the symbols stand. Just as the legend must be understood so must the symbols used such as ⚒ for mining. The universal sign of a railroad is another ++++++

Graphic Skills

1. Tables, pictures, diagrams and cartoons. Information derived from these sources are usually filled with facts and figures that add to the understanding of a subject.

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SEPTEMBER REPORT

COMPREHENSION DEVELOPMENT

TITLE IV: PART C
DEVELOPMENTAL GRANT

SOCIAL STUDIES

Michael Crawford

Comprehension Requirements for Social Studies

1. Reading for specific details
2. Reading for main ideas
3. Reading tables, charts, diagrams
4. Reading a dictionary
5. Organizational reading:
    - -Reading to see relationship of details to main points
    - -To follow directions
    - -Reading to follow sequence
        - -enumerative
        - -time
        - -compare and contrast
    - -Notetaking
    - -Detecting bias and prejudice
    - -Drawing conclusions

Levels of Comprehension

Four levels of comprehension:

1. literal
2. interpretive
3. critical
4. creative

Literal - Literal comprehension is a part of the reading process that must be stressed in every content area. It involves several lesser skills such as, reading for central ideas and notetaking. A student must not only be instructed to read for accuracy, but also to understand the relationship these facts have on the material presented.

Interpretive - Going beyond the printed page requires the reader to put together ideas which the author has not overtly mentioned in his article or lesson. This requires the reader to make connections between what he is reading now and his past reading experiences. Because of this, the reader is able to make inferences and to draw conclusions from the material by an indirect process.

Critical - The critical reading is sometimes referred to as evaluative. Here the reader leaves the printed page for another direction. One must set aside personal feelings and prejudices and sort out facts from opinions. He must evaluate the logic of the selection and consider the relevancy, authenticity, and the utilization of this material.

Creative - Making use of this material, the teacher-reader must weigh the potential affects on the student-reader. One way he can do this is to watch the steady building of skills, which hopefully will become automatic: Practice, skills assimilation, and development are needed for in-depth, evaluative reading.

The Ancient World - Chapter 1 - EARLY HUMANS

Literal

1. What are the two important qualities that helped humans progress faster than animals?
2. Name three advances Cro-Magnon people made over their ancestors?
3. What advances did people make in the Mesolithic period?

Interpretive

1. Name at least seven countries of modern Europe whose lands were partly or completely covered by glaciers during the greatest extent of the Ice Age.
2. How was Cro-Magnon more advanced than Neanderthal?
3. What could Neanderthal people do that their ancestors could not?

Critical

1. Explain how specialization of labor began. Why did this make important changes in the lives of people? Are people today becoming more specialized in the work that they do? Give examples.
2. Why did some groups of prehistoric people remain hunters while others went on to become herders or farmers? Why are there a few areas today where people are still living in the Stone Age?
3. Why were many plants and animals unable to survive when their living conditions changed? Why have people survived through many changes in their environment?

QUESTIONS NOT REPRESENTED IN THE TEXT

1. If you are not a religious person (ie. Adam and Eve) and you are not a Darwinian, where do you think man came from?
2. If many different races of man existed in prehistoric times, why do you imagine only one survived?
3. In reading about the frozen mammoths in Siberia, what do you think happened abruptly to kill so many of them but supposedly other smaller forms of life?

SYNTHESIZE THE COMPREHENSION RESEARCH FINDINGS

Confucius: "Learning without thought is labor lost; thought without learning is perilous."

In recognizing the many facits of comprehension the literal, interpretation, critical, and creative, one must understand the emphasis on higher mental processes in reading, especially in the areas of questions and desired responses. A pre-reading briefing, I'll call it, is necessary in almost every instance. The student must understand the vocabulary, be aware of at least some of the concepts, develop a purpose in the setting, and build enthusiasm in the material.

Some of the various categories of questions are (1) descriptive, (2) com-

paritive, (3) historical, (4) casual, (5) experimental, (6) predictive, (7) evaluative, and (8) creative. To structure a lesson that includes these questions one must prepare a lesson carefully. Motivation, sometimes through enthusiasm, is necessary to interest many students. They need guidance often through the assigned material in the fields of skills and concepts. Try and develop an independent level for some skills and concepts as they proceed along.

Many lessons must be illustrated to get the attention of the less-motivated students. They will transfer their attention to items they can relate to. In individualizing instruction, you are making them responsible for certain material under the auspices of your leadership. One should not group all the slower students together each and every time because everyone has something to contribute to the others at some point.

Finally, I feel it is necessary to determine the readability of the material. One may do this through one of two methods: (1) Fry Readability Graph; and (2) SMOG - Simple Measure of Gobbledygook. After the level of the material has been determined, by using the Cloze method, determination of a comprehension of the material may be obtained. A 250 word excerpt may be selected with 50 blanks and the terms listed below. Passing results vary from book to book but generally it is at a 50-60% level even 70% at times. One must determine his own percentiles from each class tested. It will be more beneficial for all concerned.

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OCTOBER REPORT

VOCABULARY DEVELOPMENT

TITLE IV: PART C
DEVELOPMENTAL GRANT

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SOCIAL STUDIES

Michael Crawford

VOCABULARY DEVELOPMENT

In synthesizing the readings for this month, I can not help but come back to one of the basic causes of poor vocabulary development - attitude. Turning off students at an early age has definite repercusion later on in high school.

According to Robinson, there are seven general principles for vocabulary growth: (1) direct and indirect experience; (2) wide range of reading; (3) direct attention to vocabulary; (4) removing obstacles from the readings; (5) self-help technique by context clues; (6) a knowledge of prefixes, suffixes, and roots; and (7) a development of strategies. Besides the above general principles, there are four classifications of words as defined by Dole: (1) basic words of thinking, feeling, and doing; (2) technical words; (3) proper nouns; and (4) flagging and joining words.

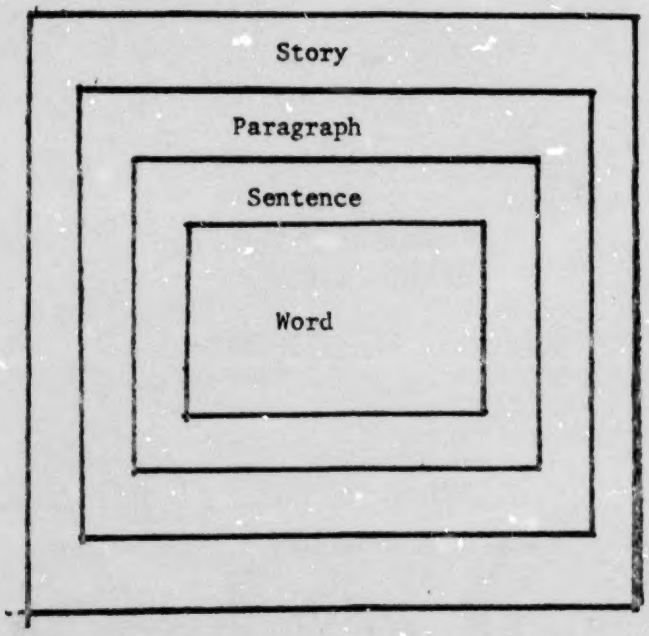
If a reader's vocabulary is limited, then the writer has in this instance lost the reader until a time that he can reasonably understand the conotation of the troublesome words. Organization of material has sometimes been referred to as a bugaboo of the poor reader. In the early years at school, topic sentences were usually placed at the beginning of a paragraph, and these sentences were generally simple sentences. Today, when a student reaches the secondary, he finds any variety of sentences looking him in the face every time he picks up a book or article.

How do we then handle these problems. We have several options from which to choose; its a matter of deciding which will be best. (1) Illustrate the terms if at all possible to the class. Using the technique developed on our vocabulary chart, give the student the benefit of not knowing the vocabulary word. (2) Try and gather the meaning from the context of the story. In many historical books, skimming ahead may provide clues to its meaning. (3) Phonic analysis may be used to sound out the word. Maybe the student has heard the word before, but can not associate the spelling with the sound. This is especially good with foreign

words. (4) The advent of Latin has helped me with may words as to structural analysis. I can see the root word from the Latin derivative and think of the meaning of it and thus came up with a calculated guess as to the meaning. (5) Having a dictionary handy will be a great help to the average student. If one isn't present, don't expect him to get up and go to one for the unknown word. (6) By expanding one's background in a particular field, such as electronics, music, or sports, many different vocabulary words will develop in a persons repertoire of words. (7) In using a combination of vocabulary skills, other new words will be brought out to increase a person's vocabulary.

Some books list new vocabulary at the beginning of a chapter while others list them at the end of a section or not at all. Other books put new vocabulary in parenthesis and refer you to the glossary at the end of the book. All have advantages and disadvantages but still can be useful tools if handled properly.

In all readings, be it social studies or science, math or English, a good reading program must make some provisions for meaning development by the pupil. Let me illustrate first with this chart:



Every word that goes into a sentence is a symbol. Group these symbols together and get a sentence, or plan of action as I'll call it. Organizing the "Plans of action" together is called paragraphing and these units become a story.

Some possible suggestions for classroom activities are as follows:

1. use first hand experiences,
2. use pictures, objects to dramatize a point,
3. discuss concepts for word labels,
4. alert students to context by guessing outcomes,
5. provide a study of antonyms and synonyms,
6. study prefixes,
7. encourage varied readings,
8. encourage interest in words through discussion of ideomatic phrases, figurative language and word origin,
9. keep a notebook,
10. substitute specific words for general and overworked words,
11. replace slang with legitimate words,
12. rewrite a paragraph using different words, to compare with the original terms,
13. point out words that denote categories,
14. final substitutes for pet expressions,
15. note words which give impressions or appeal to emotions,
16. keep a classroom dictionary of new words pertinent to the subject,
17. have students keep a vocabulary file on index file,
18. match words with pictures,
19. rewrite headlines to articles,
20. vocabulary "bees,"
21. discuss undefinite words, and
22. discuss definite words.

In vocabulary development let me summarize some facts this way - use every method available to get the point across. Games, charts, crosswords, etc. can be utilized. I have several different exercises that I use in class such as:

1. Roman - a game to associate names of Roman leaders to the events in the past. Similar to Bingo.

2. Fossil identification with hands on models.

3. Crossword puzzles.

4. Artifacts to associate with specific teams.

5. Hieraglypic puzzle.

By using these and other games and charts one can better develop vocabulary with the students.

Worksheet Summary

In selecting words from textbooks for upcoming levels, one should be familiar with the three levels of word meaning.

Level I - is the Specific Level where a student may have only one definition for an object or something associated with the word. He has no further understanding of the word.

Level II - deals with the Functional Level where the student can use the word in a sentence. He not only knows the meaning but will recognize some of the various associations of the word.

Level III - the Conceptual Level is where the student will open his eyes to the other various connotations of the word. It can be used in a variety of contexts and must be able to draw inferences from the context as to the meaning used in the sentence or paragraph.

Originally defining must be specific but by the use of direct experiences, we can move to the conceptual level with a much better knowledge of the word.

New Word - aqueduct

Specific

Activities #1 Find the Latin stems and break up the word

aque/duct
aqua - ae f water
duco-

#2 Use word aqueduct in a sentence correctly.

Functional

Activities #1 Find other words today that could be used as synonyms for the word aqueduct.

(a) water pipe
(b) reservoirs
(c) pipe lines

#2 Find pictures of aqueducts

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NOVEMBER-DECEMBER REPORT

DRA & SQ3R

TITLE IV: PART C
DEVELOPMENTAL GRANT

SOCIAL STUDIES

Michael Crawford

According to Bruner (1961), "learning by discovery was a unitary instructional method in which students would be involved in experiments and activities generated from questions of personal interest." We refer to this instructional method as the Directed Discovery Learning-(DDL). Auseubel further stated in 1963, that he was "less optimistic about a completely child-centered curriculum in which children decided what and how they would learn." Both men are in reality, stating that we have to instill a catalyst in each content area.

There are three basic steps for directed reading - thinking activity. First - we must develop purposes for reading; second - we must develop good habits of reasoning; and thirdly - we must develop habits of testing predictions.

In developing these areas, we must keep in mind "false" questions and "right" answers. There are three types of questions for reflective reading. (1) Questions of fact; (2) Questions of interpretation; and (3) Questions of evaluation.

Let us turn our attention to working out strategies for secondary reading. Keeping in mind our younger days when at the third grade level, we were able to recognize 500-800 words instantly. Today our vocabulary well vary from 3000-6000 words. In planning a content directed reading thinking activity use the following:

(1) Read a passage to identify important concepts,

(2) Mentally outline the passage,

(3) Decide how the passage is organized,

(4) Design a key question,

(5) Test the key question by seeing if the outline answers it,

(6) Decide initial information,

(7) Search for ways others have applied concepts, and

(8) Design open-ended questions.

In guiding our students through an activity such as reading, we must pre-read the material so as not to surprise ourselves with some vague terms or unknown vocabulary. We should point out to the students such important keys as: headings, nonprint materials, and stopper words. Prepare the students with settings, purposes, and strategies. Be enthusiastic about this introduction; it rubs off. In starting a new book, take the time to examine the title, the table of contents, introduction, typographical aids, graphics, summaries, and terminal aids.

This is a time for implementing the SQ3R approach to the lesson at hand. It stands for survey, question, read, recite, and review. The survey is a preview or preparation for reading. The question establishes the purpose for the assigned selection. Read means just that, read and digest the information. Recite is developing comprehension or understanding of the material. Review frequently means to re-read the selection and then follow it up with some reinforcing activity.

There are three major types of thinking:

(1) Convergent thinking - when a student gathers information from various sources in order to arrive at carefully thought out conclusions.

(2) Divergent thinking - is elaboration which given information may go in many directions.

(3) Evaluation - knowing whether two units are identical or not identical and whether the information is workable.

On a lower level such as junior high school, a minicourse might be developed where student responses can be examined. Probably the two goals for such a program would fall under these headings: (1) demonstrate the method used, and (2) use the method everyday.

In developing a SQ3R program in our own classrooms, we might develop a strategy such as this. Social studies requires extensive reading, therefore we must come to terms with this skill almost immediately. Let us assume we are in Ancient History and are beginning the unit on Rome. We encourage students to look at what's around them that can be traced back to the Romans. Maybe it will be Roman numerals or architecture, language or laws, but no matter what it may be try and prepare the lesson with a solid item such as a replica of an aquaduct or colliseum. What is the purpose of the reading? Clarify the reasoning behind the rise of Rome as a world power. We would normally include both foreign conquests as well as the internal changes in the people and government. We then ask the students to read the selection silently. To develop comprehension we ask questions following the reading. Any "word stoppers" not retained are repeated. If necessary to find answers to questions, the student may be required to re-read the material. Follow-up activities of some type help to reinforce the material. I like to use artifacts, a game called Roman, crosswords using vocabulary mentioned, or maps employing names and events that were listed in the text.

Several learned men such as Neiscei (1967), Hunt (1971), and Newell and Simor in 1972 said information is gained through the sensory organs. This process is digested through our memory systems where we structure and categorize the facts. We then store them for further recall.

Our goals for reading should be five-fold:

(1) read to answer a specific question or questions raised by the teacher,

(2) reading to identify details in a selection,

(3) reading to collect all information relative to a specific question,

(4) reading to obtain directions, and

(5) reading to discover the sequence of events.

Our basic premise should be that reading in the content fields should be a part of the total school program. All teachers must be responsible for bringing about a change from just reading to reading and understanding content. Fusion of reading in the content area msut be corelated with the teaching of content. We must have more common teaching procedures and skills so as to be better equipped to handle situations in other subjects.

What about the gifted students in our secondary schools? Why is it often difficult to interest superior students in learning better reading skills? What evidence exists for the contention that many students, including superior ones, are inefficient readers? What do authors, publishers, and teachers do to help readers take advantage of what is known about the writing and organizing of textbooks? How would you impress upon your students the value of each of the steps in the SQ3R study approach? How could you give illustrative examples for the brief points the author lists in his summary? First let me state that textbooks should be better organized. Second, students may not still be able to read better unless given personalized instruction.

In working with reading skills on the college level, we would first have to come to grips with critical reading. That is in this instance, the judging of the reasonableness of the written language. The college student must show sound judgement bordering on his reliability and validity of the sources. Last, the informal logic is making clear the standards he must strive to achieve.

What about the favorable vs. unfavorable connotation? They too must have criteria for examining the material. Let us consider five stages for this criteria:

(1) prior experience and attitude are factors,

(2) identifying and clarifying the basic evaluation statement,

(3) determine if statements are confirmed based on data available,

(4) determine its validity, and

(5) test evaluation statements in a variety of ways.

A conclusion drawn from this could be that a knowledge of a comprehensive approach will help the instructor and reader see how speeific skills fit into the total process of rational evaluation. This will be the role of SQ3R in later reports. Its validity cannot be questioned from the results shown by Herber and others.

A Directed Reading - Thinking Activity

Social Studies

Author - T. Walter Wallbork

Title - History and Life (Ancient World)

Pages - 109-113

Suggested Level of Book - Grade 9

I. PREPARATION

A. INTRODUCTION AND MOTIVATION

Encourage students to see things around them that can be traced back to the Romans. (Examples: Roman numerals, names, architecture, languages, specific words, laws, government).

B. CONCEPT CLARIFICATION

Describe the steps of Rome's rise as a world power including both foreign conquests and the internal changes in people and government.

C. "WORD STOPPERS" - VOCABULARY

Pax Romana	dictator
senate	Pyrrhic victory
patricians	legion
plebians	company
republic	tribunes
consul	

D. SKILL DIRECTION

Research Skill - have students add specific material (maps, time, lines, etc.) to their notebooks on classical civilization.

Vocabulary Skill - choose a short paragraph from another book and have students look up words in a dictionary for word origins (Latin, Greek, etc.)

E. PURPOSES FOR READING

1. To see why Edward Gibbon referred to the Roman Empire as the "most happy and prosperous" in history.
2. To see the way the Roman Republic was established.
3. To see the role of mythology played in the running of the government.
4. To see what rights Roman citizens had in Ancient Rome.

II. SILENT READING

III. COMPREHENSION CHECK

Use the section "Who? What? When? Where?" as a check-up. Be able to answer #1 by looking back in the chapter for dates and place them in chronological order. Question #2 deals with a map and naming up to date countries as well. Question #3 & #4, do without looking back. G Grade and record as a quiz.

IV. FOLLOW-UP ACTIVITY

As a follow-up activity, have the class discuss the four civilizations previously studied, (India, China, Greece, Egypt). Which did they like best? Why? What aspects of each culture if any, did they not like or feel were wrong? What were the most important contributions of each? How were the four cultures similar - different? How were they like or unlike us?

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Project CAPABLE

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JANUARY REPORT

STUDY SKILLS

TITLE IV: PART C
DEVELOPMENTAL GRANT

SOCIAL STUDIES

Michael Crawford

STUDY SKILLS

The value of study skills cannot be underestimated by the teacher at any level of learning. It is imperative that the student and the teacher be aware of the pitfalls of poor study skills. The student because of his lack of attainment due to this neglect and the teacher for not getting interested enough in his students to take the time to emphasize the skills over and over again.

There are several lists presented for study skills. The one I am using involves six such skills. Skill number one is locating information. The student must have knowledge of where to obtain data or facts for reports, research, or general interests. Besides the necessary library skills needed such as being able to use the card catalog, reference books, the vertical files, the Periodic Guide, and many of the where-to-find books such as books of lists, books on records, and others.

The second study skill is that of critical reading. In discussing the critical reading level one must take into account three points as we try to develop a student's instructional reading level: (1) Those who can read; (2) those who need help reading; and (3) those who cannot read. As teachers we must try and identify individual skills, weaknesses, and strong points. In doing this we must acquire a large amount of background information. In selecting a reading for the student we must make clear the purpose of the reading. This can be done easiest by the teacher. Specific directions, not vague directions, to the students is a must. Each selection should be based on the students' background and be followed up by questions.

Organizing and summarizing is the third study skill. One way to organize and summarize is suggested by Jeanette Duskell where she suggests that visual clues can be used to isolate, emphasize, and group information. Her suggestions on the organization of the note page is worth mentioning. First, divide your notepage into two columns. The left-hand column is for the body of notes. New

topics are separated by horizontal lines. Subdivide any divisions of the topics into stages, levels, parts, classes, or kinds. Use circles for these areas. Place any parts of the personality into the right-hand column (e.g., id, etc.). To simplify the language use boxes for the nouns or arrows for specific links. These will produce a "core" to review and study for the main facts and ideas.

The fourth skill is retaining what is read. The use of SQ3R is very helpful in this procedure or one may prefer PQ4R (Preview, Question, Read, Reflect, Recite, Review). No matter which procedure you select, it must be designed to increase skills while maintaining a compatability with the student's habitual pattern of behavior and temperament.

Special study aids is the fifth skill necessary for good study habits. In one such special aid, graphic aids, there are several areas one must be familiar with. These are graphs, tables, charts, maps, cartoons, diagrams, and pictures. Another speical skill is that of the various types of paragraphs. There are seven of these and listed below:

(1) explanatory paragraphs

(2) definitional paragraphs

(3) introductory paragraphs

(4) summarizing and concluding paragraphs

(5) transitional paragraphs

(6) narrative paragraphs

(7) descriptive paragraphs

The main idea of paragraphs should be simplified. Using the three expository ideas proposed by Maurice Williams and Virginia M.R. Stevens, there are three basic points. First, is to write an introductory paragraph containing general information. The center paragraphs supply details, and third, the final paragraphs summarize the information.

The final areas is that of content reading. In social studies reading is an intergal part of most everyday's assignments. Without pouring over material and facts, along with charts, graphs, diagrams, cartoons, and maps, we would be lost in analyzing the past.

Some general study skills for social studies are as follows:

(1) questioning,

(2) open textbook lessons and supervised study,

(3) using the chalkboard,

(4) promoting learning through panels, debates, and reports,

(5) learning with maps and globes,

(6) role-playing and soccodrama,

(7) committee work,

(8) records, tapes,

(9) study through audio-visual materials,

(10) time-lines, and

(11) flannel and bulletin boards

Study skills in all areas of study are important but in social studies without the necessary study skills and learning opportunities, a student may find himself bogged down or disinterested. It is for this reason that we must vary our teaching techniques. Not every student will respond to the same stimuli and of course variety is the source of life.

A Directed-Reading - Thinking Activity

Social Studies

Author Historical Map Exercise

Title M-502 Rome "The Republic and the Empire

Pages 1

Suggested Level of Book 9th grade

I. PREPARATION

A. INTRODUCTION AND MOTIVATION

In order to read the map students must know where to locate:

a. North - South directions
b. East - West directions
c. Mediterranean Sea
d. Europe
e. Africa
f. Black Sea
g. Caspion Sea

B. CONCEPT CLARIFICATION

1. In what part of the continent of Europe was Rome located?
2. Where on the African continent was Carthage located?
3. What were the boundaries of the Roman Republic at the death of Julius Caesar in 44 B.C.?
4. What modern countries would be included in the greatest extent of the Empire in 117 A.D.?

C. "WORD STOPPERS" - VOCABULARY

historical map
blank outline map
continent
country(ies)
extent

D. SKILL DIRECTION

On the historical map M-502 label the following:

(1) Mediterranean Sea, (2) Europe, (3) Africa, (4) Black Sea, (5) Caspean Sea. Color in red Rome's land at the end of the Punic Wars; in blue at the death of Caesar; in green the greatest extent in 117 A.D.

E. PURPOSES FOR READING

1. To draw inferences or raise questions from information shown on two or more maps.
2. To read all commonly used map legend symbols.
3. To use directions in orienting a map.

4. To better understand the working map vocabulary.
5. Know the advantages and disadvantages of different types of projections.

II. SILENT READING

III. COMPREHENSION CHECK

1. On a blank map, the student will be able to print correctly the information provided. A 1-4 scale will be used in grading. 0-A, 1-B, 2-C, 3-D, 4-F. Spellings will count also.

IV. FOLLOW-UP ACTIVITY

More detailed maps that provide battle sites, rivers, ancient provinces may be added later to reinforce this lesson. Careful grading technique will be beneficial because many students will not be neat. Neatness must also be taken into consideration.

Reading activities that correspond from either the text or the outside book list are advisable.

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FEBRUARY REPORT

"MANAGEMENT TECHNIQUES"

TITLE IV: PART C
DEVELOPMENTAL GRANT

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SOCIAL STUDIES

Michael Crawford

MANAGEMENT TECHNIQUES

In organizing a classroom for individualizing instruction, there are seven considerations for implementing these strategies. Before we deal with these considerations, however, it is necessary to determine the composition of the group we have. The two types are homogeneous and hetergeneous. In a heterogeneous group, we have as many as eight or more years in reading levels within our particular classroom, but in the case of homogeneous grouping, it may be reduced by two or three years. In the former, we find differing talent and in the latter more specific needs.

Before we set up our groups, the seven considerations previously mentioned must be employed:

(1) the form of individualization depends on the goals to be accomplished.

(2) the need to know the students strengths and weaknesses.

(3) diagnostic teaching.

(4) be able to use various methods.

(5) be flexible in instructional methods.

(6) have a capacity for self-direction and independence.

(7) planning.

There are several forms of grouping for individualization. Some of these are reading levels, need, research, interest, social, guidance, two or three persons, and tutorial. These can be grouped together into two more basic groups-work groups that deal with strengths and weaknesses and training groups where similar needs are shown. Each group has to have similar working vocabulary. If this is not the case, then the students are not able to communicate effectively on a given assignment. Training groups need this same approach as a step toward functional analysis.

In dealing with the individualized classroom, there are different styles of leadership that may be used. They are: autocratic, bargaining, paternal, laissez-faire inactive, and cooperative problem solving. Still the teacher must be able to maintain a position of leadership. His duties involve the following: initiating, regulating, informing, supportive, and evaluating.

One of the suggestions for grouping is that the teacher groups the students, not the pupils themselves. One of the best ways to organization is by pairs or either groups of three's or five's. In both the critical factor is functional diagnosis. In the operation of the groups the pupil must ask for help or be willing to ask for that help. The teacher therefore must not be idle. He must have extra activities for the early finishers so that they can be stimulated with the knowledge that they have accomplished the material in less than the required time. Other benefits from groups might be multiple recitation from the students involved. In grading, the students must be graded to the level of what they accomplish in their groups. Don't grade the students on the basis of others. Resist the pressures of the ego and grade the student to his peers not the remainder of the classes.

Some materials lend themselves to the individualization process. Some of these are, of course, books, self-help materials, programmed materials and teaching machines, and tapes. In the use of automatic machines some basic rules to follow are: (1) don't give up your position as the authority; (2) use the findings to foster research; (3) be able to draw inferences; (4) proceed at a person's own rate; (5) leave time for self-instruction, correction and evaluation; (6) have it meaningful; (7) have adequate reinforcement; (8) develop a love of reading, hopefully; and (9) reading comprehension should be improved and measureable.

In developing classroom activities for specific types of students we must have some for (1) the superior reader; (2) the slow-learning student; (3) the disabled reader; (4) the reluctant reader; and (5) the culturally different student.

In developing any individualized program, a teacher has to be aware of the major objectives - (1) to have instruction aimed at making the student a more mature, independent reader, and (2) to provide reading experiences, and to develop a love for reading. In developing these two major objectives, we must look at the short-range more specific objectives that should be based on student needs. Some of these would be (1) word-recognition clues, (2) vocabulary development, (3) dictionary skills, (4) organizing and outlining materials read, (5) interpretation of reading, and (6) adjusting the speed of reading.

Statistics have shown that 15% of the adult population is functionally illiterate and another 15% more are reading below the 6th grade level. Beyond this, half read and write better than the 8th grade.

Ned D. Marsheffel lists 13 principles of a high school developmental reading program which when analyzed must be used in most individualized classroom situations. They are:

(1) includes every content teacher and student

(2) follow written objectives

(3) adequate reading instruction at his level

(4) flexibility

(5) direct instruction in reading subject matter

(6) adequate supply of subject materials at various levels of difficulty

(7) reading specialist available

(8) in-service reading instruction for teachers

(9) integral part of the total process

(10) all grade levels

(11) numerous opportunities for wide and varied reading

(12) continuous evaluation of students

(13) permanent committee to recommend changes include a professional school librarian

Marksheffel also makes suggestions toward the corrective or retarded readers. We should aim our reading materials at his instructional level. The student has to be motivated by new vocabulary and learning to pronounce words. The use of time properly and learning new vocabulary by himself is imperative. Keep a brief record of the activities of the student and keep him informed as to his progress.

All of the above suggestions will help the content area teacher become a better teacher through the inovations of the individualized classroom instruction. Isn't it time to teach the basics to each student and be able to view the results. This is the challenge that lies ahead for the Project Capable team and the staff of Madawaska High School in the upcoming years.

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MARCH REPORT

"STRUCTURED OVERVIEWS & STUDY GUIDES"

TITLE IV: PART C
DEVELOPMENTAL GRANT

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SOCIAL STUDIES

Michael Crawford

STRUCTURED OVERVIEWS AND STUDY GUIDES

The preparation of a lesson using structured overviews is dealt with in detail by Harold L. Herber in his book Teaching Reading in Content Areas. In the development of an overview, he mentions the major topic - vocabulary. To break this down into simplified terms, we must consider two organizations - (1) external and (2) internal. The technical vocabulary necessary to handle a structured overview varies with the reading vocabulary level of the students viewing this procedure.

The different levels of comprehension of structured overviews plays an integral part in the learning process. We must present the major concepts in a basic form - one to challenge the more-gifted and still simple enough for the slower learners. Part of this process will then have to be devoted to the organizational pattern. Much of the time will be spent on the internal organization. This can be subdivided into structured overviews, transformation, and reading guides. Idea direction can be utilized to a degree that each student will be helped and aided to the best possible interest. This again must be based on basal comprehension.

The use of study guides helps develop a more fully-rounded instructional program. It affects the seven levels of cognitive domain (1) memory, (2) translation, (3) interpretation, (4) application, (5) analysis, (6) synthesis, and (7) evaluation. Literal comprehension exercises can be utilized to illustrate the usefulness of selected study guide activities, such as making lists of terms, marking down an author's name, or writing out dictionary definitions.

Some of the ways study guides may be helpful are developing sequence through the use of an outline, chronological order, flow chart (also used with Venn Diagrams), and a tree chart. Another factor that can be utilized is spatial order. That is, in effect, the use of maps and plans. Still a third methodology would be expository order - translation level activities worked out by both

graphs and charts. In the field of interpretation, our old friends are back again. The nine means of interpretation are: (1) cause-effect, (2) anticipating, (3) inducing main ideas, (4) classifying, (5) making comparisons, (6) inferring time, (7) motives, (8) imagery, and (9) empathizing. Finally, Burmeister points out in her reading, that the value of comparisons is valuable in using study guides and structured overviews. The two terms considered to be the backbone of her reading are interpretation and application.

Teacher related study strategies in the guide methods are very important to their success. Under the guise of prereading strategies, we must ask questions and be able to come up with suitable responses; meld in excerpts of other events; bring in headings and other nonprint materials; plus develop stopper word lists. In setting up one's purposes for the activity, purposes and strategies, along with questions and answers, must be thoroughly thought out. Dead-end assignments and busy work are examples of wasted activity time. Because, too, of the varied learning levels of our students, it is desirable, if not mandatory, to produce differentiated assignments.

Let's assume we are previewing a book, the list of what it contains will guide the young reader through the material much more efficiently. The list may look something like this:

1. title
2. preliminary material
3. table of contents
4. introductions
5. typographical aids
6. graphics
7. summaries
8. terminal aids

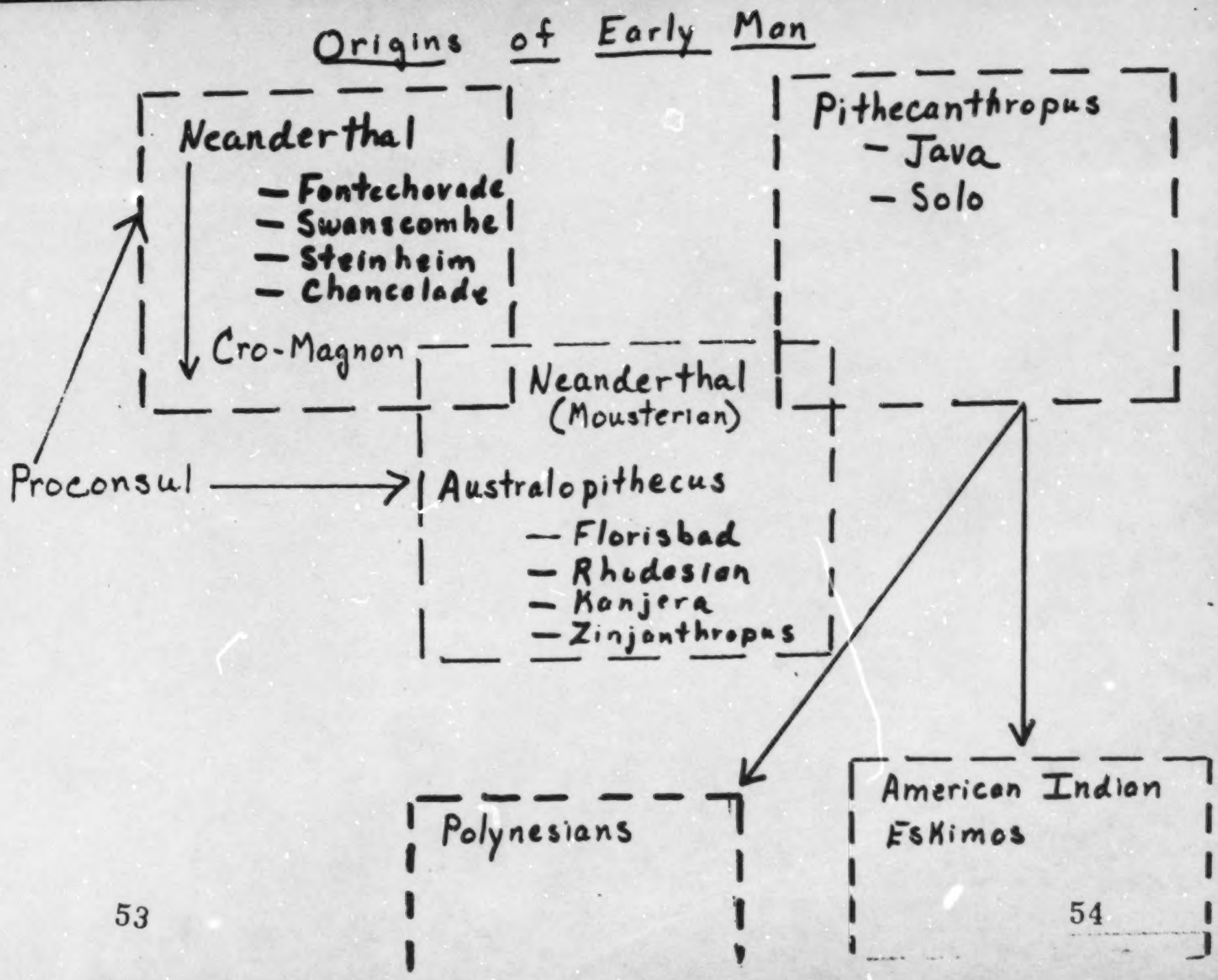
We might preview a chapter or article by using the structured overview. It might contain self-help techniques, such as headings, author's questions, vocabulary, and the use of color. Just the readiness for narration might only include title and introduction while the comprehension improvement would contain notes and references.

A specific point made by Dick Cunningham is "not all portions of assigned reading are of equal importance." His method in selective reading of the "Guide-O-Rama" illustrates this through the using of main points and summarizing paragraphs.

Still another expert, Peter Edwards, expounds his study technique to develop a panorama which includes - purpose, adaptability, need to ask questions, overview, read, annotate, memorize, and assess. His purpose is stated in having definite goals, as well as, being flexible in the adaptability of the reading rate. Memorization, on both a short and long term level, is the final elaboration point made by Edwards. The three main stages as puported are (1) preparatory, (2) reading and materials, and (3) study material has to be collated and organized. The combination of these is essential for a good study technique.

The relationship of reading and social studies shows that some students have reading difficulties in the social studies materials and vocabulary. Before you read, practice writing, discussion, for the reading preparation. After you read, discuss, write, and revise your writing. Generally do anything that will benefit your classes.

In summarizing this month's report let me close by saying that some students are overwhelmed by several pages of reading. Make groupings flexible not permanent...the first means of individualizing subject matter reading assignments. Given an important assignment, match question difficulty to the student's reading ability. Thus, each student can experience the satisfaction of mastery some level of comprehension.


Origins of Early Man
Neanderthal
— Fontechevade
— Swanscombe
— Steinheim
— Chancelade
Cro-Magnon
Pithecanthropus
— Java
— Solo
Neanderthal
(Mousterian)
Proconsul
Australopithecus
— Florisbad
— Rhodesian
— Kanjera
— Zinjanthropus
Polynesians
American Indian
Eskimos

Prehistoric Ancestors

Continent	Men Found	Species
Europe	Neanderthal	HS
	Cro-Magnon	HSS
	Fontechevade	HSS
	Swanscombe	HSS
	Chancelade	HSS
Africa	Florisbad	HE
	Rhodesian	HE
	Kanjera	HSS
	Zinjanthropus	HE
Asia	PeKing	HE
	Solo	HS
	Java	HE

STUDY GUIDE FOR PREHISTORIC MAN

Name_____ Date _____

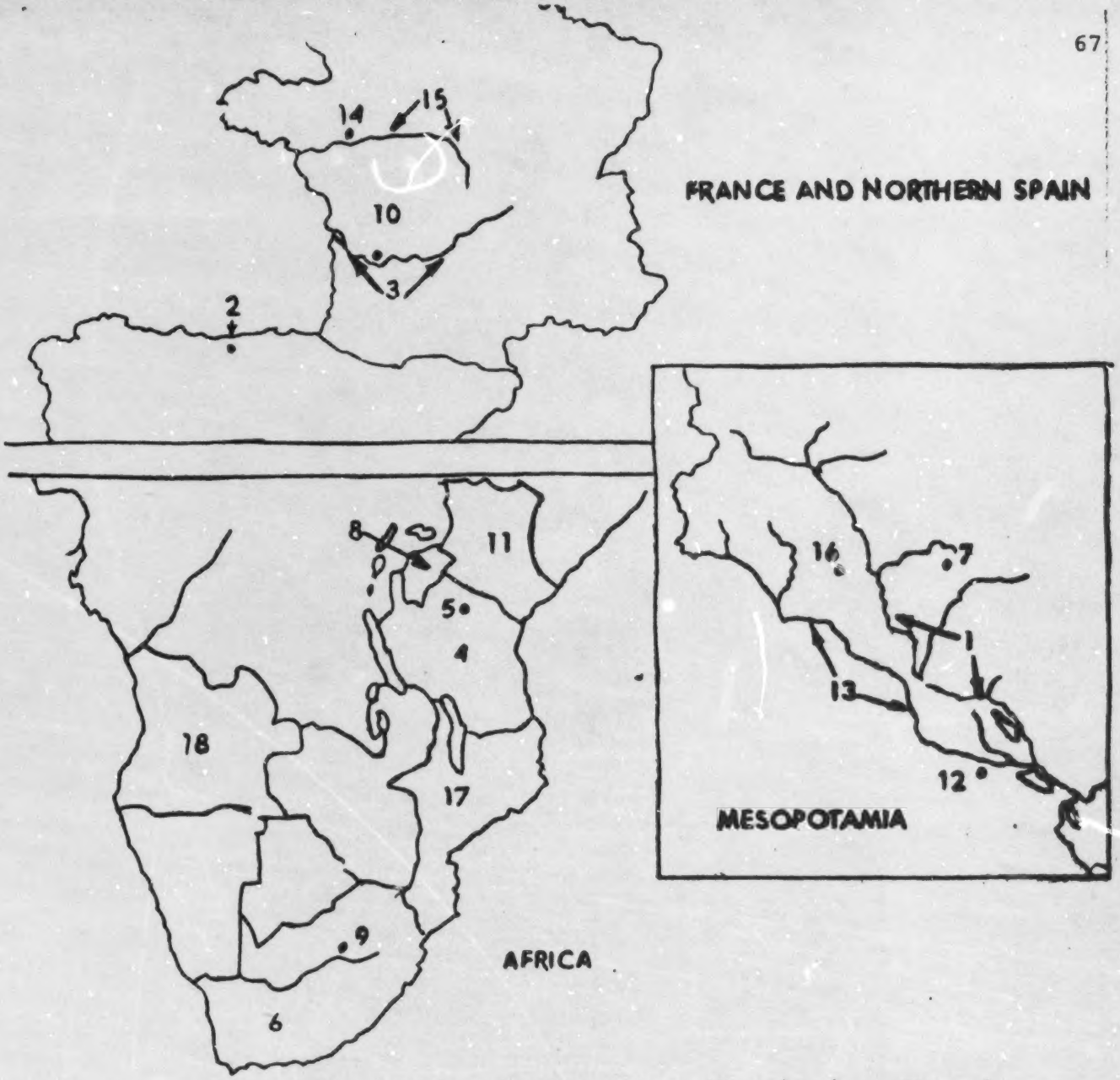
COMPLETION-- REVIEW QUIZ

Complete the following sentences using words from the list below.

1. The skull of Zinjanthropus man was discovered in the _____.
2. Zinjanthropus man lived over _____ years ago.
3. The important French caves occupied by prehistoric man are located in the _____ Valley.
4. The Age of Metals began about _____ B.C.
5. Cro-Magnon man appeared in Europe about _____ years ago.
6. Zinjanthropus man's skull was found by _____.
7. Remains of very early premen have been found in Tanzania and also in _____.
8. A preman type that came to an evolutionary dead and was _____.
9. The age of the Zinjanthropus skill was determined by a process of dating called the _____ test.
10. An ancient six-foot sheep called _____ was found in Africa.
11. An ancient elephant-like creature with tusks in its lower is called a _____.
12. Some scientists believe that _____ may be man's direct ancestor.
13. Another name for Neanderthal man is _____ man.
14. The French capital of prehistory is the village of _____.
15. An animal that had religious significance for Neanderthal man was the _____.
16. Neanderthal man seems to have appeared in Europe as early as _____ B.C.
17. Great ice masses cause the sea to drop _____ feet.
18. Neanderthal man's most important weapon was a _____.

30 ANSWERS

37,000 homo erectus Mrs. Louis Leakey Mesopotamia carbon 14 hand ax Olduvai Gorge woolly rhinoceros Tigris 3,750,000 South Africa pelorovis 4,000 australopithecus les Eyzies Altamira potassium-argon dinotherium 250,000 flint-tipped spear 400 Mousterian 5,000 cave bear 110,000 Dordogne Straigt-tusked elephant 2,500,000



Locate the number on the map that matches the word listed below. Place the correct number in the space provided

Lake Victoria _____ Dordogne River _____ Eridu _____ Jarmo _____

Pretoria _____ Les Eyzies _____ Tanzania _____ Euphrates River _____

Kenya _____ Olduvai Gorge _____ Tigris River _____ Altamira _____

Union of South Africa _____

Unit 1

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APRIL - MAY REPORT

INTEREST, MOTIVATION, ASSESSMENT

TITLE IV: PART C
DEVELOPMENTAL GRANT

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SOCIAL STUDIES

Michael Crawford

EVALUATION, INTEREST, MOTIVATION, AND ASSESSMENT

In preparing my report for this month, I have incorporated a necessary tool in my research, a test designed for incoming freshmen students. The Social Studies Department has a mandatory course for freshmen entitled "Introduction to the Social Sciences." We have made the course a pr[illegible]-requisite for all other social studies courses. Keeping this in mind, we have made it obligatory to pass ISS. Although there has been some opposition, we have nevertheless gone through with the trial course. My report will deal with the method of implementing it in the fall.

In the first few days of planning we had to get some response from the public, so we used our research personnel all ready familiar with our department. These lay people as well as administrators were used in our accreditation team evaluation reports. After securing mostly positive replies, we, in the department pushed on to the administration who gave the okay we needed for our project. Being aware of low test scores in Social Studies, they were willing to help. We also reviewed our own existing programs and deleted and changed several of these such as Ancient History, Civics, and Leisure Time Acitivies along with others.

In deciding upon our introduction course, we were looking to utilize our existing staff to handle different modules in the various lessons to allow the students meet and become more familiar with our staff. We may in the futur[illegible] use other departments staff as well.

The test itself will be administered in one-fifty minute class session during the first two days of school, even before texts are passed out. It is set up as a multiple choice test with four answers that can be selected by the student. Only one answer is correct. The answer sheet will provide the students with the opportunity to mark out the correct response. In borrowing from an old driver education technique, I'll use a pre-punched answer sheet to cover the sheet and

quickly be able to produce a raw score for each student. Then by using other different answer sheets, I'll be able to pin-point the area of social studies for each question and arrive a score on each section. This is important because the questions are mixed thoroughly on the test. By doing this and recording on a student growth sheet, we'll be able to follow the growth pattern of the student through the year. The areas involved are logic and reasoning skills, study skills, psychology, sociology, anthropology, geography, history, political science, economics, and current affairs. In a comparison to the attainment level of a non-subjected group, I am in the process of testing a cross-section of fourth quarter freshmen in an effort to see how they would do on a similar test.

In the evaluation process I am endeavoring to find out the prior knowledge of my test subjects and their understanding of key social science concepts. Each student will have an evaluation sheet listing his or her ability levels in the various topic areas. Each student then can have his or her program goals assessed and objectives more fully defined. Not every student will have the same needs, so it will be necessary to try and meet this necessity as we progress through the year. I will still measure unit progress through a series of post tests. The only pre-test will have been the original exam. Proper notations on each participant will be recorded. If time permits, I would endeavero to pick key questions for both the pre-test and the post-test to see if any specific improvement has been made and record it thus. Some interim checking may be done by units to measure the class achievement.

Who is to be monitered and who is not? A test group has to be set up. At least one homogeneious group must be left untested to create a situation of persons, unaware of, and benign of some activities planned for the test group. This will have to be a random selection of classes meeting this criteria.

In developing such a plan other parties must be included. These are the program staff, in this instance - Project Capable; the principal, Mr. Ouellette; the school representative, Mr. Labbe; and the department head, Mr. Michaud.

Other factors to be considered are the evaluation timeline. How long will it take to see the positive results from a program such as ours? Is there time for obtaining the required resources or do we have to substitute for some of these? How do we prepare a checklist for the evaluation process? All of these must be answered by the time factor, that is, see what develops as we proceed. In starting out, I am going to devote at least two full days just in duplicating module materials for my pre-harvest classes. When a similar program is taught by other staff members they must devote their time accordingly for their segments.

How reliable is my test going to be? Well, I find bad questions or poorly understood questions in the group? Probably so but I will correct these errors for the second year of the test. This is one of the reasons for the trial test aimed at this year's freshmen. I considered standardization for a means of selection of questions and I did solicit questions from other department members in areas of their expertice. I asked for ten questions from each in each subject area taught on the major concepts. Still, I had to be the sounding board and coordinate these questions with the modules being taught in Introduction to the Social Sciences. How reliable will my choices be, only time will tell. We do know, however, that the achievement test scores for Social Studies are below the national norms. Is it because we aren't teaching these concepts well enough or just are touching upon them? A course of this type will determine the accuracy of our school situation and how well it is being handled by our staff.

There are pitfalls to this but we have tried to cover, we hope, most of them. For example, we distributed a questionnaire to various staff members, community leaders, and administrators which asked them to check in chronological order their feeling toward social studies. From this questionnaire, we were able to arrive at areas of concern for subjects being taught and what attitudes were present within our community. By using this instrument and the areas of concern for accreditation, we were able to come up with the long-sought-after course on Introduction to the Social Sciences. We realize that this is not the entire ans-

wer but only the first step in a long-continuous process for improvement in the social studies skills. Our immediate behavioral objective will be to have fifty percent of the class score at the fiftieth percentile. This may would low but for each succeeding year in school, we hope to see the figure climb steadily. Fully realizing that the achievement tests are not a full measure of a students ability, we also are producing a strictly department test, which will be out next year, to measure the results of students taking various department courses. This will consist of two parts - a pretest and posttest. This may add some variety to my results.

In conclusion let me say although some specific areas are not mentioned therein, I will evaluate their particular areas within the framework of the program wherever possible I will of course utilize some of the graphing techniques right from the start in setting up each students more capable learning program.

INTRODUCTION TO THE SOCIAL SCIENCES

1. The only group that has the ability to think and reason:

   (a) canines
   (b) horses
   (c) humans
   (d) birds

2. An <u>experience pattern</u> includes:

   (a) perception
   (b) thought pattern
   (c) action
   (d) all of the above

3. In order to make communications easier, we use concepts which may be defined literally as:

   (a) similar ideas grouped together
   (b) difficult explanations
   (c) reaching one's frustration level
   (d) none of the above

4. The word <u>induction</u> as applied to Social Studies means:

   (a) being drafted into the armed services
   (b) the process of inference
   (c) drawing on future ideas
   (d) allowing hot air to rise freely

5. One type of concept in Social Studies is called abstract. It means:

   (a) a hands-on concept
   (b) a calculated guess
   (c) a concept which you cannot touch, smell, see, taste or hear
   (d) a patriotic act such as the Pledge of Allegiance

6. A second type of concept in Social Studies is referred to as emperical. It means:

   (a) a concept you can touch
   (b) something you cannot touch
   (c) a fantasy
   (d) all of the above

7. Richard M. Nixon was the first American president

   (a) to serve more than two terms
   (b) to resign from the presidency
   (c) to be impeached
   (d) to die in office

8. Memory usage in school involves the memorizing of

   (a) facts and figures
   (b) just facts
   (c) only figures
   (d) neither facts nor figures

9. SQ3R means:

   (a) survival quotations in reading, writing, and arithmatic
   (b) a chemical formula
   (c) survey, question, read, recite, review
   (d) a name for a xerox computer

10. You would find an article entitled "How to deal with the Spruce budworm" easiest in one of the following:

   (a) encyclopedia
   (b) card catalog
   (c) vertical file
   (d) Reader's Guide to Periodical Literature

11. The best way to find books written by John Cleaver in the library is

   (a) use the card catalog
   (b) use the closed stacks
   (c) use the Dewey Decimal System
   (d) ask the librarian

12. The three races of mankind are:

   (a) Caucasoid, Mongaloid, Negroid
   (b) black, white, and red
   (c) Caucasian, Oriental, Indian
   (d) Negro, White, Oriental

13. Jackie Robinson was important in the history of sports because:

   (a) he was the first white to become heavy weight champion
   (b) he was the first black to play major league baseball
   (c) he won 5 gold medals at the Olympics
   (d) he was an outstanding swimmer at UCLA

14. The president closely associated with his "Fireside Chats" was

   (a) John F. Kennedy
   (b) Franklin D. Roosevelt
   (c) Richard M. Nixon
   (d) Jimmy Carter

15. Indentured servants came to America to

   (a) pay for their teeth
   (b) get away from debts
   (c) pay off their passage to America money and gain freedom
   (d) get out of prison

16. If you were looking to find out the population of the U.S. in 1970, you would look for it in:

(a) almanac
(b) dictionary
(c) encyclopedia
(d) card catalog

17. In trying to find out facts on the Trojan War you would use

(a) almanac
(b) dictionary
(c) encyclopedia
(d) an atlas

18. To find out the meaning of the word medieval, you would use:

(a) almanac
(b) dictionary
(c) encyclopedia
(d) ask the nurse

19. A bibliography is:

(a) a list of resources, such as books, magazine articles, films, etc.
(b) the organization of facts and concepts in a logical way
(c) set of volumes listing magazine articles by author and subject
(d) library reference tool which lists all the library's books

20. The science of human behavior development is called:

(a) anthropology
(b) sociology
(c) physiology
(d) psychology

21. A person well-known for his work in parapsychology and who was originally from Van Buren is:

(a) Alex Guinness
(b) Alex Tanous
(c) Martin Van Buren
(d) Lowell Osgood

22. The Psychologist who pioneered the psychological techique of conditioning through experimentation with dogs was:

(a) Abraham Maslow
(b) Thomas Zelinsky
(c) Ivan Pavlov
(d) Loren Ritchie

23. Which of the following are considered institutions?

(a) family
(b) education
(c) religion
(d) all of the above

24. As students your peer group consists of

(a) adults
(b) people your own age
(c) teachers
(d) parents

25. Body language is a type of

(a) nonverbal communication
(b) intonation
(c) verbal communication
(d) stratification

26. Which of these is <u>not</u> a part of culture?

(a) knowledge and values which are shared in a society
(b) norms
(c) heredity
(d) the things which a society makes and uses

27. Geography is the study of

(a) how the environment affects the way people live
(b) resources of the earth
(c) the Earth's surface
(d) all of the above

28. When it is winter in the United States, where might you go for a summer vacation?

(a) Russia
(b) England
(c) Canada
(d) Australia

29. The United States and Canada are a part of the continent of

(a) Antarctic
(b) Europe
(c) North America
(d) Africa

30. Longitudinal lines

(a) run north-south
(b) includes the equator
(c) are the same as latitude
(d) run east-west

31. Who really blew up the battleship Maine?

(a) the Spanish
(b) the Cuban revolutionaries
(c) the Americans
(d) there is not enough evidence to make a conclusion

32. History is the study of

(a) dates, places, and people of the past
(b) the causes of events in the past
(c) the effects which past events have had on us
(d) all of these

33. The leader of Nazi Germany during World War II was

(a) Winston Churchill
(b) Heinrick Himmler
(c) Adolf Hitler
(d) Benito Mussolini

34. Political Science is the study of

(a) power
(b) government
(c) politics
(d) all of the these

35. Anarchy is

(a) a government by one person
(b) rule by a few
(c) no government
(d) a form of government which is common today

36. The Soviet Union is a type of

(a) democracy
(b) oligarchy
(c) anarchy
(d) monarchy

37. When the Constitution mentions "separation of powers" it is referring to

(a) the state governments and the federal government
(b) the three branches of our government
(c) the President of the United States
(d) foreign nations and the United States

38. The media is

(a) influential in forming public opinion about the candidates
(b) composed only of newpapers and televisions
(c) a type of special interest group
(d) an organization which helps candidates get elected

39. Economics is the study of

(a) choices
(b) scarcity
(c) money
(d) all of the above

40. A corporation

(a) is a legal person
(b) cannot be sued
(c) may issue common stock but not preferred stock
(d) is another name for a government business

41. The Gross National Product is

(a) the total value of goods and services produced in a nation in a certain year
(b) the total value of goods and services traded between countries in a certain year
(c) the same as a nation's balance of trade
(d) an indicator of a nation's political health

42. The two major political parties in the U.S. are

(a) liberals and conservatives
(b) independents and Democrats
(c) Republicans and Democrats
(d) independents and Republicans

43. The term "future shock" and a book by that title were introduced and written by

(a) Alvin Toffler
(b) Edward Bellamy
(c) Erik Erikson
(d) Elisabeth Kubler-Ross

44. Future shock refers to

(a) the shock used to kill criminals in the future
(b) the dizzying feeling that the world is changing
(c) the process of maturing
(d) death and dying

45. Cloning, according to some scientists,

(a) will make it possible to grow duplicate human beings from one living cell of a person
(b) results in being frozen until a cure is found for the illness
(c) may make it possible to keep a brain alive outside the body in the near future
(d) might provide a solution for the shortage of housing in the future

46. At present population growth rates, the world's population will

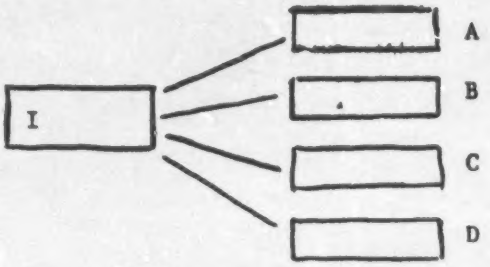
(a) be about 4 billion people in the year 2000
(b) double before the year 2010
(c) decrease from now until the year 2000
(d) be one-third of this year's population in the year 2040

47. Understanding why the Great Depression happened in 1929 is an example of a

(a) skill objective
(b) "knowing" objective
(c) "feeling" objective
(d) none of these

48. If you were making a concept tree from these words, what would be the main idea which you would put into block I?

(a) maple
(b) pine
(c) tree
(d) cedar



49. Russia and the People's Republic of China are nations of the

(a) First World
(b) Second World
(c) Third World
(d) Fourth World

50. The constituents of the President of the United States include

(a) all of the people in the world
(b) everyone living in the United States
(c) the citizens of the United States
(d) all of these

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***All members used same resources.**